

**De Anza College, Summer 2021**  
**Comm-1.05 & Comm-1.06: Public Speaking**  
**Comm-1.05: Tues & Thurs 7:30a-9:45a**  
**Comm-1.06: Tues & Thurs 10:00a-12:15a**

**Instructor:**

Nick Chivers  
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**Office Hours (F31B & Zoom):**

Monday & Wednesday 8:30a-9:30a & 12:00p-1:00p  
and by appointment

**A note about contacting me:** *Please do it!* You may email me at literally any time, and I will get back to you as soon as I can (within 24 hours Mon-Fri, within 48 hours Fri-Sun). I am available via e-mail or Zoom during office hours to help you work through course material and assignments in any way I can. Please don't hesitate to ask any questions. ***Don't wait until the last minute!*** Check in with me early and often and I will assist you with the process. I never said it would be easy, but we can do it together.

**A note about this quarter: teaching and learning in “unprecedented times”** – there are two principles that I want to state explicitly before we get too far into this course. First, De Anza College has been around for 50 years, and will likely be around for 50 more. Your health and wellbeing – physical, mental, emotional, and spiritual – is always more important than your education plan, and this cultural context should put those priorities in stark clarity. Please do not ever hurt yourself in order to “stay on track.” De Anza will be here next quarter, the quarter after that, etc. It's never worth it to hurt yourself. Second, to evoke to phrase of the year, *these are unprecedented times*. As such, we are going to set a plan, take it day-by-day and week-by-week, and remain flexible and empathetic along the way. We're all going to do the best we can, but it's probably still not going to be great. We're in this together, we'll figure this out together, and we'll grow together. But the entire time, we will be empathetic and flexible.

**All that being said, here's the plan for the quarter:**

**Course Description**

*De Anza College Course Catalog:* Theory and techniques of public speaking in a democratic society. An introduction to a variety of perspectives and approaches used to research, assess, organize, present, and evaluate public presentations. Students will develop and apply effective research strategies.

*Your Instructor:* The primary objective of this course is to empower us all to be more capable and confident communicators. To meet this objective, we will reduce our communication apprehension by incrementally improving our communication skills, and also to develop an understanding and appreciation of the importance of public speaking in a democratic society. Whatever expertise or talents any of us may have, the ability to *speak effectively* remains fundamental to our success; as a student, as a professional, and as a citizen of an increasingly complex world, this skill is paramount. We will develop the critical skills needed to analyze problems from a variety of perspectives, as well as the abilities to research complex material effectively and ethically, to synthesize information, to structure a coherent message or argument, and to deliver it in an engaging and persuasive manner to a range of diverse audiences.

**Comm – 1: Student Learning Outcomes**

*Through completion of Comm-1 at De Anza College, students will:*

1. Organize, compose, present, and critically evaluate informative and persuasive presentations appropriate in content and style to the audience and situation
2. Display increasing confidence in speaking extemporaneously.
3. Demonstrate effective listening skills in various public speaking contexts.
4. Identify, locate, evaluate and use information technologies and information sources.

**Comm – 1: Course Objectives**

1. Examine historical and cultural traditions of oral communication in both domestic and global contexts and assess their impact on our views, beliefs, and practices relating to speaking in public.
2. Evaluate how making the decision to respect diversity, speak ethically, and think critically influences communication outcomes.
3. Select, locate, evaluate and use information technologies and information sources.
4. Apply research, analyze, organize, compose, present, and evaluate informative and persuasive speeches.
5. Develop confidence in delivering speeches extemporaneously in front of a live audience.
6. Develop listening skills to foster respectful, reflective, and critical listening appropriate in public presentation.

**Required Text/Materials**

❖ Rothwell, J. D. (2020). *Practically Speaking* (3<sup>rd</sup> ed.). New York, NY: Oxford University Press. ISBN: 978-0-19-092103-3

- ❖ This class will be in a hybrid distance learning format, therefore reliable access to technology, including audio video capabilities, as well as the internet will prove to be crucial.

### **Course Requirements**

<b>Assignment</b>	<b>Points Possible</b>	<b>Your Total</b>
6 Word Memoir Speech (SLO: 1, 2, 3; CO: 1, 2, 5, 6)	15	_____
TED Talk Speech (SLO: 1, 2, 3; CO: 1, 2, 5, 6)	55	_____
Informative Speech (SLO: 1, 2, 3, 4; CO: 1, 2, 3, 4, 5, 6)	100	_____
Nonprofit Persuasive Speech (SLO: 1, 2, 3, 4; CO: 1, 2, 3, 4, 5, 6)	75	_____
Impromptu Speeches (2x15pts) (SLO: 1, 2, 3; CO: 1, 2, 5, 6)	30	_____
Perspectives Speech (SLO: 1, 2, 3; CO: 1, 2, 5, 6)	55	_____
Quizzes (6 total @ 10ea.) (SLO: 1, 2, 3, 4; CO: 1, 2, 3)	60	_____
Discussion Boards (4 total @ 15 ea.) (SLO: 1, 2, 3, 4; CO: 1, 2, 3)	60	_____
Peer Evaluations (3 total @ 10ea.) (SLO: 2; CO: 6)	30	_____
<b>Class Participation (SLO: 1, 2, 3; CO: 1, 2, 4, 5, 6)</b>	<b>20</b>	_____
<b>Total Points Possible:</b>	<b>500</b>	_____

### **Final Grading Scale**

<b>Letter Grade</b>	<b>Percentage of Total Points</b>	<b>Total Point Range</b>
A	93-100	465-500
A-	90-92	450-464
B+	87-89	435-449
B	83-86	415-434
B-	80-82	400-414
C+	77-79	385-399
C	72-76	360-384
D+	67-71	335-359
D	63-66	311-334
D-	60-62	300-314
F	0-59	0-299

### **Brief Descriptions of Assignments & Speeches**

(More detailed assignment sheets to be given as the due dates approach)

#### **Speeches**

All quarter we will progressively work to reduce your public speaking anxiety and build your public speaking skills through class work, textbook lessons, and practice in the classroom. Over the quarter you will deliver 6 different speeches:

- *Six Word Memoir Presentation:* In this short ice-breaker introductory speech, you will describe your life in exactly six words.
- *TED Talk Speech:* Browse the presentations available at TED.com, select one that is impactful to you, and deliver a speech to the class about this TED talk. The primary goals of this speech are to deliver a low-stakes extemporaneous speech to your audience using an outline and self-disclose about yourself to build and foster classroom community.
  - *Video Reflection Paper:* you will record your performance of the TED speech for reflection! 😊
- *Informative Speech:* Introduce the class to a *socially significant topic* of your choosing using specific skills for *research*, content development, organization, and delivery.
  - *Annotated Bibliography for the Informative Speech:* In preparation for this speech, you will find and cite several sources, and create short but useful notes for yourself as to why this source will be useful for your purposes.
  - *Evaluating Sources of Supporting Material for the Informative Speech:* A worksheet and discussion questions asking you to analyze the quality and effectiveness of your researched sources.
- *Nonprofit Persuasive Speech:* In this speech, you will be asked to convince your audience to support a nonprofit organization of your choice. You will inform us of the need this organization addresses, and convince us that your organization does the most good for the most important cause. Get yourself and us involved in this mission.
- *Impromptu Speech:* Choose at random a topic of common knowledge, and with little time, develop a short but effective and organized speech on that topic.
- *Perspectives Speech:* Take a stance on anything and support or defend that stance in *three minutes or less*.

#### **Quizzes**

Throughout the quarter you will be required to complete five short quizzes that will test your knowledge of course content, including information from both required readings and in-class lessons.

## Discussion Boards

Throughout the quarter you will be required to engage in online discussion with your peers in order to enhance our skills in speech construction and speech critique. These discussions will take place via Canvas.

## Peer Evaluations

You will be required to evaluate your peer's performance for three of the live speeches using the materials provided at the time of the speech. Critical and focused listening will help you reflect on effective public speaking, further assisting you in delivering an effective speech. Your feedback will also help your peer further develop their skills.

## Class Participation

In a communication course, the classroom time and space are incredibly important, perhaps sacred. Developing a community within the classroom is crucial to the success of this course, and *class participation* is an evaluation of your *contribution to the community* we are creating. I will determine your participation grade based on your active participation in class discussion, as well as *feedback and attentiveness during class speeches*. See the "class etiquette" section of Course Policies for more information.

- **Student Survey:** A quick introduction and an opportunity for you to tell me about yourself and your goals for the course. 5 pts for completion.
- **Personal Report of Communication Apprehension:** One of the primary objectives of this course is to reduce the amount of *communication apprehension* each student has. To measure our effectiveness in achieving this goal, every student will take a survey known as the PRCA-24 at the beginning and the end of the term. Each survey is worth 5 pts, 10 pts total for both.
- **Tech Help Discussion Board:** A discussion board to have an ongoing conversation regarding tech issues and solutions. 5 pts

## Extra Credit

Very rarely will extra credit be offered, but plenty of extra credit will be given... ^\\_(\`)/\\_

## Course Policies

### Speeches

We are on a very strict calendar; therefore we must adhere to the speech schedule. Please use the course calendar to avoid any conflicts *in advance*. Before each round of speeches, we will assign specific speech dates, and **you must present your speech on your assigned date, no exceptions. There will be no make-up speeches.**

- **Live Speeches:** Several of our speeches this quarter will be delivered live to your peers via zoom. The speeches will be scheduled for the entire class meeting (see top of syllabus for section schedule). On the day you are expected to speak, you are expected to be present for the entire class meeting.
- **Choosing Speech Days:** If a round of speeches is scheduled to take two days of the course schedule, then you will know at least five days before the round begins which of the two days you are expected to present.

### Online Class Work

This class is constructed to mirror the rhythm of a face-to-face class. That is, there will be several assignments due every week, and assignments will scaffold to build skills needed for later assignments. You must check our Canvas course regularly to stay current with course concepts and complete assignments in order.

### Assignment Submissions

All assignments will be submitted via Canvas; i will not accept assignments via email unless cleared with me *in advance*. Assignments will be accepted late up until I have completed assessing assignment and redistributed feedback and evaluations, or the very end of the quarter, whichever comes first.

### Class Etiquette

This class is based on active engagement with the subject matter; therefore, full class attendance, punctuality, and focus on course material are essential. I feel that class time is sacred. **Having enrolled in this class, you are making a commitment to yourself, your instructor, and your peers.** We will learn much from each other, so long as we are all present and contributing to the learning environment. Furthermore, *the audience is a crucial part of the public speaking process*; **show up for each other, support each other, and we'll grow together.** The Communication Studies Department expects all members of the class (teachers and students) to treat each other with respect in their communication practices. This includes: 1) coming to class on time ready to participate; 2) listening to others actively and dialogically; 3) staying focused on the material of the class; 4) not disrupting class; and 5) *engaging in genuine dialogue, even amidst differences of opinion.*

- **Etiquette in Regards to Zoom Meetings:** The etiquette expectations in regards to our Zoom meetings can be divided into two parts: standard class discussion lead by the instructor, and student presentations.
  - **Standard Class Discussion & check-in:** Just show up. That's it, full stop. I believe that you will get out of our Zoom meetings what you put in, so please put into them what you can. That means ideally you will be present in the Zoom meeting, on video, dressed, alert, and ready to participate and engage. However, these circumstances are far less than ideal, and i understand you may not be able to meet those expectations, but please don't let that be a deterrent from coming to the Zoom meetings. Show up as best you can.
  - **Student Presentation Zoom Meetings:** When students are presenting, there will be a higher expectation for Zoom etiquette. Speaking to a screen full of attentive faces is far more engaging and dynamic than a screen full of black boxes. When you or your peers are presenting, you must be on video with your camera steady and your face visible for the duration of the class meeting.
- **Parents & Families (including pets):** Having a child or living with your family should not be a barrier to your success in academia. I am sure that you have set up regular childcare or activities for the times you are attending class, however I also know that things happen. Do not fret if your children or family are present during our class meetings; it will happen to all of us, and we'll react with grace and empathy. Its no big deal. (and pets are always hella welcome)

## **Plagiarism & Academic Integrity**

The faculty of De Anza is convinced that academic integrity is an essential part of any true educational experience, requiring integrity on the part of faculty members, administrators, staff members, and students, and that each of us has expectations of integrity in each other. The Center for Academic Integrity defines academic integrity as a commitment, even in the face of adversity, to five fundamental values: honesty, trust, fairness, respect and responsibility. From these values flow principles of behavior that enable academic communities to translate ideals to action. The entire campus affirms the importance of academic integrity, fosters a “love of learning,” and holds each person responsible for defining and supporting academic integrity standards. Such tenets of integrity have a great impact on students’ ability to succeed in their educational and life goals. In all phases of teaching and learning--from preparing for a class, interacting in class, taking and preparing for exams, and attending to written assignments and homework, the responsibility for fostering and maintaining campus-wide academic integrity must be shared by all - faculty, students, administrators and staff.

If you were to ever consider breaking this code of academic integrity ... don’t even try it. The amount of trouble you get into is not worth the effort of cheating. If you are unclear about plagiarism, please see me. Plagiarism occurs when a student misrepresents the work of another as his or her own. Plagiarism may consist of using the ideas, sentences, paragraphs, or the whole text of another without appropriate acknowledgement, but it also includes employing or allowing another person to write or substantially alter work that a student then submits as his or her own. Any assignment found to be plagiarized **will be given an “F” grade (zero points)**. All instances of plagiarism in the Communication Studies Department will be reported to the Division Dean, and may be reported to the Vice President of Student Services for further action.

## **For Your Information & Consideration**

### **Disabilities and Accommodations**

College is supposed to be hard – if it was easy everyone would do it – however a disability should not be the barrier that makes college impossible. Students with disabilities who need reasonable accommodations are encouraged to contact the Disability Support Programs and Services. The mission of the Disability Support Programs and Services (DSPS) Division is to ensure access to the college's curriculum, facilities, and programs, and to promote student success in realizing individual educational and vocational goals. For more information, please visit **Disability Support Programs & Services** Division at RSS 141, or <http://www.deanza.edu/dsps>

### **Stress and Mental Health**

Balancing the rigors of academia with the ever evolving and complex social world students find themselves in can be challenging and potentially dangerous. If you feel you are having particular difficulty meeting all of the demands of your new lifestyle, perceived or real, do not fret! You are not alone. From time to time, problems of everyday living can be resolved through talking with friends, family, or someone whom we trust to help us. However, there are times when seeking help outside of one’s familiar environment might be more helpful. Psychological Services is here to meet such needs. For more information, visit Psychological Services at RSS 127, or <http://www.deanza.edu/psychologicalservices>

### **Student disclosures of sexual violence**

De Anza College is committed to fostering a campus free of sexual and gender-based violence including sexual harassment, domestic violence, dating violence, stalking, and/or any form of sex or gender discrimination. If you disclose a personal experience as a De Anza College student, the course instructor is required to notify the Vice President of Student Services. To disclose any such violence confidentially, contact: **Campus Police** 408.924.8000; **Health Services** 408.864.8732; **Psychological Services** 408.864.8732; or **Dean of Student Development** 408.864.8828.

### **LGBTQ+ Students**

In order to maximize your success as a college student, it is crucial for all students to build upon strong foundations both in and out of the classroom. However, despite much recent legal, political, and social change, being of a marginalized gender or sexual identity can potentially create instability in these crucial foundations. If you are an LGBTQ+ student struggling with identity or finding community, please see the **Women, Gender, & Sexuality Center** for more information: <https://www.deanza.edu/equityoffice/WSGC.html>

### **Undocumented Students**

Applying, transferring, registering, and paying for college can be a complex maze of forms and deadlines for any student, and this complexity is compounded for students with undocumented residency. Undocumented students have extra layers of regulatory complexity to navigate, in addition to the fear and uncertainty surrounding legal citizenship status. However, De Anza College, it’s staff and faculty, are steadfast in their commitment to supporting our undocumented students in our communities. If you are an undocumented student and seek knowledgeable, honest, and trustworthy assistance with financial aid programs such as AB540 and the California DREAM Act, or have any other concerns about your citizenship or academic pathways, please see <http://www.deanza.edu/students/undoc-students.html> or reach out to **HEFAS** at <http://www.deanza.edu/vida/hefas.html> for more information.

### **The Food Pantry**

Living in the Bay Area & Silicon Valley is financially challenging, to put it lightly, and to try to attend school on top of that can be logistically impossible. It takes a certain level of financial stability to make it happen, which is a luxury we don’t all have. Also, college is hard enough as it is, and it is even harder if you are truly hungry. If you qualify for EFAP, De Anza College has an on campus food pantry available to you in order to help ease the financial burden and the health burden in order to maximize your success in your collegiate journey. See [www.deanza.edu/students/foodpantry](http://www.deanza.edu/students/foodpantry) for more information.

## Course Calendar

\*Subject to change (and, honestly, *likely* to change) at any time by the instructor. Changes will be communicated in class, online, **AND** in writing. Please keep an eye on Canvas and your De Anza e-mail accounts for updates and adjustments to the course calendar. Thank you for your flexibility.

\*\*All readings should be done *before* coming to class on the calendar due date.

### Summer 2021 – Comm-1

Week	Date	Class Activity/Subject	Reading Due	Assignments
1	6/28 – 7/4	<ul style="list-style-type: none"><li>Syllabus, Course Overview, Expectations</li><li><i>Communication Competence &amp; Public Speaking</i>: Communication Defined, Communication Models, Communication Competence, &amp; Communication Ethics</li><li><i>Listening &amp; Public Speaking Basics</i>: Listening, Audience Analysis, Anxiety, &amp; Styles of Delivery</li></ul>	Ch. 1 Ch. 3 Ch. 4	<ol style="list-style-type: none"><li>Student Survey</li><li>PRCA-24 Pre-Test</li><li>Quiz #1</li><li>Discussion Board #1: Critiquing Speeches</li><li>6-word Memoir Speech</li><li>TED Talk Speech Topic Proposals</li></ol>
2	7/5 – 7/11 <b>No Meetings or Assignments Monday, July 5<sup>th</sup>; Independence Day Holiday; class canceled, campus closed</b>	<ul style="list-style-type: none"><li><i>Delivering Your Speech</i>: Nonverbal Communication &amp; Public Speaking Performance</li><li><i>Outlining &amp; Organizing Speeches Video Series</i></li></ul> <p><b><i>IMPROMPTU SPEECHES: THIS, THAT, ANOTHER, NEITHER, OR BOTH</i></b></p>	Ch. 5 Ch. 8 Ch. 9	<ol style="list-style-type: none"><li>Quiz #2</li><li>Discussion Board #2: Structure</li><li>TED Talk Speech Outline</li></ol>
3	7/12 – 7/18	<p><b><i>TED TALK SPEECHES</i></b></p> <ul style="list-style-type: none"><li><i>Library Tutorial Video Series</i></li></ul>	Ch. 6 Ch. 7 Ch. 11 Ch. 12	<ol style="list-style-type: none"><li>TED Talk Speech Video Reflection Paper</li><li>Quiz #3: Information Literacy</li><li>Discussion Board #3: Making Knowledge Colloquial</li><li>Informative Speech Topic Proposals</li></ol>

Week	Date	Class Activity/Subject	Reading Due	Assignments
4	7/19 – 7/25	<b><i>IMPROMPTU SPEECHES: THE JOB INTERVIEW</i></b> <ul style="list-style-type: none"> <li>• <i>Using Supporting Materials Effectively</i>: Research &amp; credibility</li> <li>• <i>Visual Aids</i></li> <li>• <i>Speaking Style: Using Language</i>: Using language effectively and ethically</li> </ul>	Ch. 13 Ch. 14 Ch. 15	1. TED Talk Speech Peer Evaluations 2. Informative Speech Annotated Bibliographies 3. Quiz #4 4. Discussion Board #4: Toulmin Argument 5. Nonprofit Persuasive Speech Topic Proposals 6. Informative Speech Outline
5	7/26 – 8/1	<b><i>INFORMATIVE SPEECHES</i></b> <ul style="list-style-type: none"> <li>• <i>Persuasive Speaking Strategies</i>– Organizing Persuasive Speeches, Monroe’s Motivated Sequence</li> </ul>	Ch. 16	1. Evaluating Sources of Supporting Materials Worksheet 2. Informative Speech Audience Peer Evaluations 3. Discussion Board #5: Ethos, Logos, & Pathos 4. Quiz #5 5. Nonprofit Persuasive Speech Outline 6. Perspective Speech Topic Proposals
6	8/2 – 8/8	<b><i>NONPROFIT PERSUASIVE SPEECHES</i></b>		1. Nonprofit Persuasive Speech Peer Evaluations 2. Perspective Speech Outline 3. Perspectives Speech 4. PRCA – 24 Post Test 5. Quiz #6